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## **MASSACHUSETTS COLLEGE OF ART AND DESIGN ARCHITECTURE PROGRAM**

**NOVEMBER 30, 2011**

**NARRATIVE REPORT  
PROGRESS SINCE RECENT VISIT**

### **Master of Architecture**

**TRACK I PROGRAM – 102 CREDITS** (Students holding undergraduate degrees fields other than architecture. These students take the 42 credit pre-professional curriculum which mirrors the MassArt undergraduate professional program, then proceed to Track II for an additional 60 graduate credit hours)

**TRACK II PROGRAM - 60 CREDITS** (Students with undergraduate degrees in architecture enter into the Track II program after a review of pre-professional credits. Some applicants may require additional specific courses from the pre-professional three semesters of the program based upon extensive review of their coursework, including review of portfolios for design studios, professional studio electives, and course descriptions.)

**BFA 4+2 PROGRAM** (120 MassArt undergraduate credit hours with a major in architecture BFA, plus 60 graduate credit hours, Track II, above)

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## **I OVERVIEW: Administrative Plan**

### **Institutional Support and Commitment to Continuous Improvement**

In order to limit the length of this report, and allow a thoughtful response our recent progress, as required by the Annual Report Narrative, and recognizing that we are waiting for the VTR from this last visit, we respectfully are shortening this report to key issues raised and our responses to date.

We were visited by a NAAB appointed Team and chaired by Daniel Friedman at the end of October this year. Specifically we found the visit to be exceptionally run and one that energized the faculty, students and administration. We found that we were questioned and encouraged to strive for a high level in graduate education. We recognize that we are in a pivotal position as we wait for the Team and Board decision on our Initial Accreditation. With the arrival of a new college President who was a former Dean at RISD that oversaw design departments including Architecture, we have an exceptional opportunity. Dawn Barrett's arrival on campus this past August, 2011, heralds a new era for the architecture department at MassArt. She strongly supports our program and is actively supporting the growth and development of graduate programs on campus. As an advocate for and of the design field, she uniquely represents through her position as a college president, a crucial advocate for advanced education in architecture. In the few months since she arrived, she has made abundantly clear that she supports our goals to continue to build an academically and intellectually enriched graduate education in league with our campus mission, and unique among the other programs in our area.

### **History and Description of the Institution**

Established in 1873, Massachusetts College of Art (MassArt) was the first, and remains the only, independent four-year public art and design college in the United States. The college offers a wide range of graduate and undergraduate majors in design, fine arts, art history and art education, and currently has an enrollment of about 1700 students.

### **Institutional Mission**

During the 1997-98 academic year, a broad segment of school personnel developed the college's current mission statement, which was adopted April, 1998, and updated in February, 2007:

### **Mission Statement**

*Massachusetts College of Art + Design is a public, independent college of art and design. The college's professional baccalaureate and graduate programs prepare students to participate in the creative economy as fine artists, designers, and art educators, and to engage in the well being of their society. As a national leader in*

*visual art and design education, the college influences contemporary culture through the accomplishments of its alumni/ae and the creative activities of its faculty and staff.*

**We base our priorities on a set of shared values:**

*We affirm the inherent value of the arts as a life enhancing force. We recognize the power of art and design in many spheres of public life.*

*We take pride in our unique heritage as the only publicly supported freestanding college of visual arts in the United States. We are committed to being an educational and cultural resource for the citizens of Massachusetts.*

*We believe that academic excellence is fundamental to professional education in the visual arts.*

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*We believe that diversity—in background, status, culture, and viewpoint—is essential to a vital and creative community.*

*We respect the roles and views of all members of our college community and operate our institution in a spirit of collegiality.*

*We aspire to an ideal of service to the wider community and of advocacy for the value of the arts.*

**As artists, designers, and educators, we are committed to the following priorities:**

*We provide rigorous professional programs in the visual arts, grounded in the broader context of liberal learning and designed to encourage individual creativity. We challenge students to develop their talents to their highest potential, questioning the traditional boundaries of disciplines.*

*We work to build diversity and inclusiveness in our faculty, staff, and student body. We foster community-building both inside and outside the college.*

*We educate students to examine critically the form and content of art, both their own and others', to understand it in historical, social, and global contexts.*

*We choose faculty who are practicing professionals in their disciplines and whose work reflects the level of excellence we promote for our students.*

*We seek students with excellent potential, regardless of limitations in their opportunities for preparation. We nurture the development of students as artists and as individuals, through services which meet their academic, personal, and social needs.*

*We embrace new technologies as opportunities to advance the creative potentials of our disciplines, and we promote innovative and responsible uses of technology in the realization of artistic concepts.*

*We recognize that artists and individuals educate themselves over a lifetime and are dedicated to serving that need.*

### **Program History**

Established in 1973, the undergraduate architecture program confers a BFA, with a major in architectural design, and is housed within the Department of Architecture a department established in spring 2009, as an independent unit formerly housed in the Department of Environmental Design, which included architecture, industrial design and fashion.

The Graduate program started at the beginning of summer, 2008 with a new cohort of students with undergraduate degrees in other programs, entering at that time a Post Bac series of prerequisites. It became clear that summer, that the Post-Bac model did not work well with the accessibility to adequate financial aide for our students, and we requested the then Board of Higher Education of the Commonwealth (now called the Department of Higher Education) to allow us to convert this program to graduate program status, now known as the Track I portion of our program – the pre-professional set of coursework that closely parallels our undergraduate curriculum.

The goals of the program shared at the graduate and undergraduate level continue to support sustainable design + build initiatives that place our students during their educational experience at MassArt in a community context. Highlights of this process of our structure include:

- In October 2006, the Board of Higher Education (BHE) of the Commonwealth of Massachusetts formally accepted the Master of Architecture degree granting program for the College.  
In August 2008, we submitted an amendment to the BHE to clarify that the 2 year (4 semesters) Master of Architecture program may extend up to 7 semesters for students entering the program with prior degrees in other than architecture or otherwise not fully meeting the prerequisites required for entrance into the 60 credit Master of Architecture degree (now called Track II). This enabled the College to formally admit these students as Graduate Students rather than Post-Baccalaureate or special students.
- Track I students, upon the completion of requirements in a three pre-professional semesters, join incoming Track II students, (those with undergraduate architecture degrees), for a continuation of the program, their final 4 semesters (60 credits)
- The Track I extended program gives students access to greater financial aid, as well as clarifies and streamlines the admission process. Almost all of students admitted in that first year (summer 2008) were students with degrees other than architecture and in this Post Bac configuration. In late Fall 2009, we received approval from the BHE to name the prerequisite Track I portion of the graduate program, and remove it as a Post BAC program preceding the Track II sequence. Students admitted that year into the program (summer 2009) included alumni

- from our undergraduate program entering these last four semesters (Track II) who joined the original 2008 cohort
- In February 2009 we organized and conducted a Candidacy visit with NAAB
  - In spring 2009, subsequent to the NAAB visit, and based upon their commentary, our faculty met and added credits to the first three semesters of the program for Track I students to align it with the BFA requirements in the undergraduate program at MassArt.
  - In spring 2009, the College established the History of Art program as a free-standing department (Department of Art History) formerly housed as an Area within the large Critical Studies Department that included all Liberal Arts courses in the college. In creating the History of Architecture and Urban Planning I and II sequence, we worked directly with their faculty in hiring, developing syllabi, and building the curricular structure within our program.
  - Summer 2009, the College established the architecture program as a free-standing department (Department of Architecture

### **Architecture Department Mission**

During AY2006-2007 the faculty fine-tuned the program mission statement. It continues to include our four core goals for training designers who are: skilled in the practical design of buildings and urban environments; knowledgeable about structural form, materials and construction techniques; dedicated to building community within the program and through community service while taking leadership in community service projects; and mindful of the imperative of sustainability in a global context. These revisions were adopted in November of 2007 as follows:

*Massachusetts College of Art will provide underserved Boston and area graduates a rigorous, accessible, affordable master of architecture program. With a basis in sustainable building and site design, structures, engineering, and construction through artisanship, this program will combine the requirements of the professional degree with hands-on design-build opportunities focusing on community building and advocacy of community development, thereby fostering the value of places and place-making in the surrounding urban neighborhoods. The small school setting will equip the students with a passion for sustainable design, ethics, historic perspectives, and the technical and structural skills to support community in a professional architectural environment.*

### **Current Program Structure**

1. MassArt is now offering M.Arch programs to three categories of students: Our own undergraduates with a 4-year pre-professional BFA in architectural design (120 credits). These students add on another 4 semesters (60 credits) to form a 4+2 M.Arch program. We refer to these final 4 semesters as the Track II course sequence, which comprise the last four semesters of the 7 semester Track I program.
2. Bachelors degree graduates from disciplines other than architecture, either from MassArt or other schools in the US or abroad. These students enter the Track I program, which requires substantial preparatory work for 3 semesters (up to 42 credits) before entering the final 4 semesters, this same Track II sequence of courses. (102 credits total combining Track I and Track II)
3. Bachelors degree graduates from architecture programs at other schools. These students may enter directly into the Track II sequence (60 credits) after a thorough

review of their undergraduate experience and course outcomes to insure that it matches our requirements. In some cases a few Track I preparatory courses may be required, particularly in construction skills, and in some structures/environmental systems knowledge, sustainable architecture, and in our new course sequence in architectural history. Specific faculty in design, structures/environmental systems, construction, and architectural history review portfolios, review projects showing construction skills with a meeting to determine tools skills, as well as review exams, papers, course descriptions, and syllabi taken together to discern a particular student's satisfactory completion of materials that match our courses requirements and outcomes.

In the spring and summer of 2009, our faculty (full time, part time and adjuncts) met to revise the program requirements for these three tracks aligning the undergraduate with the preparatory credits.

**The CURRENT structure for the graduate Track I and Track II program:**

***The subjects required for the (Track I) pre-professional degree include:***

- *Three architectural design studios (AD223, AD310, AD320)*
- *One hands-on construction, materials, and methods course (AD308 Methods + Materials)*
- *Competency skills courses (AD319 AutoCAD and AD315 REVIT I and II) or as amended*
- *Three structures/building systems courses, that include MEP (AD309, AD317, AD327)*
- *Two courses in History, Theory and Criticism (AD216 and AD316 or HART 515 and HART 586- both sequences have existed and tested since 2009) and an additional history seminar in a special topic*
- *A broad topic course in sustainable architecture (AD302)*
- *Two elective subjects either from the AD professional electives, architectural history advanced seminars or from fabrication courses*

***The subjects required for the (Track II) professional degree include:***

- *Three architectural design studios of increasing complexity and variety (AD602 (Design + Build Studio– community based, AD700, and AD750 the comprehensive studio)*
- *One focused structures/MEP course (Structures IV AD417)*
- *A follow up course in sustainable architecture focusing on building envelopes and a wide range of project types (Integrated Systems AD401)*
- *Two elective subjects either from the AD professional electives, architectural history advanced seminars with a minimum of two together with earlier courses form a concentration*
- *Professional Practice (AD770)*
- *Thesis Preparation (AD760)*
- *Thesis (AD800)*

**II Narrative and Recent Progress**

With these two Tracks well-aligned and the coursework critically reviewed and documented, we have the opportunity to critically consider the elevation of graduate education as suggested by our recent Team, and deeply embed the curricular requirements throughout the coursework in this latter Track, providing a platform for

increasingly intellectual and critical consideration of architectural issues that will further elevate our program to thoroughly address architectural issues and discourse at a national and global level. Additionally, having placed ninth in the Solar Decathlon just prior to the visit, has built a new level of energy and excitement among faculty, students, staff and administration.

The Visiting Team, led by Daniel Friedman from this last visit in October 2011 has not yet issued a report, so our commentary here is based upon the level of excitement and energy that the visit generated among our faculty and students. We have met with our students a number of times in the month since the visit and our faculty once between the student meetings. Additionally, we met with small groups of all of our students, both graduates and undergraduates in each studio section after walking through the Team Room to allow them to see and critique what they saw to us. As the program head, I met with almost every architecture student group in the school to obtain their opinions and seek their commentary. This series of Team Room visits occurred immediately after the visit with time spent just outside the room in a small lounge discussing the process and the department along side their concerns, goals and expectations for our program.

Each subsequent visit with the graduate students and the graduate faculty challenged each group to comment on the visit, voice their impressions and set goals for the future. The second student meeting provided opportunity for the graduate students to assess the curriculum relative to the NAAB Conditions for its effectiveness, provide critique and suggestions in its evolution.

The progress made and our outlined goals for the curriculum evolution at the Track II level follow.

## **STUDENT REVIEWS OF TEAM ROOM**

### **Overall student commentary: Based on meetings 11/3/11 and 11/4/11**

1. Students recognized elements of boards for each of the studios that were inconsistent. They understood that some boards were better than others (though faculty believe that these requirements are clear), and we came up with suggestions on how to create boards in the future:
  - a. Create a system for each board and presentation with common elements on each board so that the sequence of ideas, precedents, sustainable strategies, ordering strategies and site plan are legible, visible and able to be viewed without their standing in front of boards during a review
  - b. These board strategies were supported by faculty and implemented this fall in reviews. Pre-professional studios will be guided in storyboarding their presentations in early December several weeks before reviews.
2. Students in the undergraduate program (particularly the sophomores who are at the beginning of their studies) felt that the content of the room was daunting and felt the gravity of the undertaking of the degree.
3. Undergraduate Students in particular felt that they needed to create contact with the freshman classes earlier – and suggested they, rather than faculty made presentations to these students (who in the Foundation Program do not take coursework in architecture). Their goals are to create a mentoring program and introduce them to the AIAS and other elements of the department while still freshman.

## **GRADUATE STUDENT MEETING OUTCOMES 11/7/11 and 11/28/11**

Students reviewed the Conditions from NAAB and discussed placement in curriculum, making the following suggestions. We also reviewed how each of the conditions were met or not met. The following is a summary of key points. We agreed to enact these this coming semester (Spring 2012) and year:

1. General Design Studio sequence/architectural education design tools goals: Clarify cumulative learning agendas to the students for each studio (this matched faculty commentary relative to Track II studios, see below).
2. B.3 Sustainability (Sequenced in our program AD302 Sustainable Architecture followed by AD401 Integrated Systems) Refine AD302 Sustainable Architecture and AD401 Integrated Systems – Sustainable to include 5 tools/ exercises for sustainable design immediately applicable to studios in addition to the existing requirements - wall sections (as one tool) and final collaborative project for that course. This course will include building envelope for multiple building systems tuned into fundamentals of sustainable MEP.
3. B. 3 Sustainability and B.11 Building Service Systems. AD401 Integrated Systems to delve deeply into sustainable MEP in detail - and relocate basic areas of study – such as climate section to AD302 Sustainable Architecture (this would be another tool of Sustainable Architecture course). Sustainable to get from wood to steel frame and curtain walls so that space not taken up in AD401.
4. A.11 Applied research and C.1 Collaboration. Include range of collaborative research at beginning of the Track II Graduate studios but also drilling down to individual agendas in the design studio
5. C.4 Project Management C.5 Practice Management. Provide more case studies in Professional Practice to address issues of project management and practice management beyond what is currently offered and their scaled real-project experience in the AD602 Design + Build Studio
6. A.9 Historic Traditions - Separate second history class from undergraduates creating a graduate section and add a discussion section (only one section currently is shared). This is to allow higher level of discourse within the class and to supplement textbooks with primary textual readings more appropriate to graduate level
7. Increase program head/student meetings from 1x/month to 2x/month throughout fall/spring semesters

## **FACULTY MEETING OUTCOMES AND GOALS 11/14/11**

Next meeting scheduled for mid-January prior to commencement of spring semester to continue discussion on curricular content and critique Fall reviews.

While the student meetings were particular and a check on where we are today and responses to specific issues, the faculty took a broader view of the program curriculum as a whole. We started with how the Track II program can be distinguished from the Track I pre-professional curriculum, and developed a range of responses – what we can do this semester, next semester and over the next year:

## **CURRICULUM - Curricular content and tasks: THIS SEMESTER IN PLACE**



## **PEER REVIEW AND CRITIQUE**

### **Self-Assessment - Evaluation of student work and faculty**

1. Develop evaluation tool for visiting critics and faculty to provide written final review studios relative to Conditions (copies to students) – In design for this Fall 2011 initial application for each studio
2. Develop forms for evaluation of faculty specific to architecture (current forms used campus-wide not adequate)

## **SPRING 2012 IN PLACE**

### **Studios and A.11 Applied Research**

1. Studio Sequence – build studio sequence tools level by level, create a separation between graduate and undergraduate by developing *design inquiry* explorations in upper level studios (Track II) – a research topic that begins to prepare them for the applied research requirement of thesis prep and thesis – add to both AD700 and AD750. This will be developed for Spring 2012 AD750 studio (reiterated by students)
2. Design-Build Studio becomes “Design + Build” (distinguishing it from the AIA contract type) – continuing the community process/project and support of campus mission as primary, with a focus on Client Contact, community building in-house – community support of campus and program mission, engagement with program, finances, management at a small scale. (To be reiterated in depth in Professional Practice to address larger projects from small through urban scaled design interventions)

### **Studios and Content Track I pre-professional vs. Track II**

1. Track I - Pre-professional focus in Boston and surrounding areas
2. Track II - focus on practicing nationally with varying density and diversity and new sites, project diversity expanded – Spring 2012 in place
3. Develop alternative studio sites (cities? States? Urban sites?) to expose students to larger cultural diversity, densities, broad social spectrum – Spring 2012 in place (faculty assigned to these studios to make proposals for January meeting discussion)

## **FOR JANUARY – CONTINUED DISCUSSION and Development of Recommendations for Graduate Council discussion**

### **Advancement of Discourse and Criticism**

3. A.11 Applied Research, academic discourse and reasoning - Move Advanced History Seminar into Track II, first fall-create distinction between graduate level and UG level. Additionally, in pre-professional program, separate grad and undergrad students in AD316 (History of Architecture and Urban Planning II) the second history course of sequence in the (first AD216 History of Architecture and Urban Planning I is already separated). Add lab/discourse section to this second history course – with faculty for grads, and TA for undergraduate sections respectively.
4. Following the above - in Track II Advanced History seminar (menu of courses – AD5XX), invite well-known intellectual/historic content thinkers for an individual course changing each fall in the beginning of the Track II curriculum. Past courses have included Modular Housing, Architectural Heritage, Modern Architecture Theory and Criticism/topics.
5. Two 9-credit studios in Track II move to 6 credits – better matching the hours in relation to the 3- credit pre-professional studios credit and contact hours. (3

credit AD310 and AD320 in the pre-professional (Track I) curriculum meet 6 hours per week, AD700 and AD750 in the Track II curriculum meet 10 hours per week.

6. Addressing A.10 Cultural Diversity and expanded design scales - Add urban design/cultural diversity course as a REQUIREMENT such as Gerdt's "Making Cities Work" taught in spring 2011 (this course combined cultural diversity and urban landscape/neighborhood planning – and is currently offered as an elective). We would require a new course that would establish the foundation in urban planning with content on urban landscape, city planning, neighborhood identity, political - social context, and urban planning – including precedents at these scales that references how larger patterns of buildings add up at this urban scale. At present we discussed adding such a course in the Fall Track II program, which would concurrently tie into studio projects that addressing these issues in the same semester.
7. Addressing discourse in A.9 Historical Traditions – in Advanced History, Theory Criticism Seminar – primary texts, focused topics to build seminar on discourse and criticism of architectural field today, taught each fall for entering T2 students, rather than in the pre-professional program. We discussed this course as relocating to the Fall or Spring Track II semester.

#### **Travel Courses and Expansion/continue and increase Global Opportunity and exposure to various cultures**

1. Continue to develop opportunity for shorter program abroad (2-3 weeks) with architectural focus across campuses in Pro-Arts Consortium, as well as among local architectural schools. – Professional electives, travel associated with coursework (this matches travel program model currently offered at MassArt) – (Poland Studio abroad working with Rick Brown and rebuilding synagogues for Museum installation ongoing and in place – offered each spring with varying historic based projects on site overseas)

#### **The PROPOSED structure for the graduate Track I and Track II program:**

***The subjects required for the (Track I) pre-professional degree include (bold notes changes):***

- ***Three architectural design studios (AD223, AD310, AD320) – clarify learning goals for each level***
- ***One hands-on construction, materials, and methods course (AD308 Methods + Materials)***
- ***Competency skills courses (AD315 REVIT I and II) or as amended***
- ***Three structures/building systems courses, that include MEP (AD227, AD317, AD327)***
- ***Two foundation courses in History, Theory and Criticism (AD216 and AD316 or HART 515 and HART 586- both sequences have existed and tested since 2009) A broad topic course in sustainable architecture (AD302) Graduate sections separated, discussion sections for second course added***
- ***Three professional elective subjects either from the AD professional electives, architectural history or from fabrication courses (from two to three with relocation of Advanced History seminar to Track II)***

***The subjects required for the (Track II) professional degree include:***

- ***Three architectural design studios of increasing complexity and variety (AD602 (Design + Build Studio– community based, AD700, and AD750 the***

*comprehensive studio) – add research topics – collaborative and individual to prepare students for applied research thesis, consider reducing to 6 credits from 9 to better match contact hours/workload in relation to pre-professional studios*

- One structures/MEP course (Structures IV AD417)
- **A graduate architectural history seminar in a specific topic which would vary year by year, open only to graduate students (relocated from Track I slot)**
- **A guided advanced seminar in City Form, landscape, urban planning (similar to “Making Cities Work” offered last semester in content/concept (make an elective a requirement to cover this area of knowledge)**
- *A follow up course in sustainable architecture focusing on building envelopes and a wide range of project types (Integrated Systems AD401) **change from building envelope to focused, detailed sustainable MEP. Building envelope content to AD302 Sustainable Architecture in Track I-pre-professional***
- *Two elective subjects either from the AD professional electives, architectural history advanced seminars with a minimum of two together with earlier courses form a concentration*
- Professional Practice (AD770)
- Thesis Preparation (AD760)
- Thesis (AD800)

#### **PROGRAM GROWTH AND DEVELOPMENT**

We anticipate growth but will want to maintain the intimate quality that a smaller program enables us to easily provide. We recognize that this will be a learning curve for us and will seek the expertise of our new President in structuring the program with additional support for administering the program as well as strategies for maintaining the culture presently within the department. Elements discussed include:

#### **IN PLACE SINCE END of 2009 (revisions in bold)**

- Whole faculty curriculum meetings occur in January, May, June and August and November meeting at the end of each semester and during the summer to develop curriculum, discuss content, studio projects, sequencing and outcomes. We will also be meeting in January this AY to finalize recommendations to take to the Graduate Council this spring 2012. **Anticipating growth, we imagine that these may need to be augmented during the semester.**
- Student/Faculty meetings are currently held monthly while school is in session: to discuss topics presented by students, to give a platform for faculty to discuss curricular goals and present curricular changes, and to provide a forum to discuss/develop/evolve academic responses to new directions in the field. ***In the recent meetings, students have asked that these occur with greater frequency – every 2-3 weeks. We believe that this increase will also help us to plan for the greater complexity that will occur with program growth, and allow us to continue to provide individual hands-on support to each student. We believe it imperative to maintain the communal sense that our students hold with each other and with the faculty as a whole. This is unique to our small program and an area that we will work diligently to maintain at a high level.***
- Greater participation is planned with our sister schools in discussing academic content, and initiating attendance and participation with ongoing ACSA, AIA and NCARB activities and conferences. We are also encouraging and supporting our

adjunct faculty to attend these as well. It is our continued goal to encourage faculty to make presentations of their work and pedagogy and invite discussion on their ideas, research and design work in the context of other schools and the professional field.

- Course evaluations each semester for all courses are required by our union contracts and will be continued in both the graduate and undergraduate programs. ***We are now making our own forms, to be instituted this academic year 2011-2012 that have greater relevancy to the curriculum we offer and will provide greater insight to faculty, administrators in reviewing their effectiveness in the classroom.***
- ***Modify the 5 year strategic plan (2009-2013) to update new agenda and evolution with the faculty and students participating in upcoming semester***

### **STUDIO CULTURE, next steps – building the bridge between graduated M. Arch. students and those still on campus:**

Goal: Create strategies to preserve strong studio culture, sense of community among faculty, students and staff.

- Continue to support and expand the initiatives in the **student-run website** (financially this is a supported position in the program since summer 2010)
- **Provide opportunity for students who were involved in the Solar Decathlon** to pass on their knowledge by working directly with students in upcoming required coursework. This will be in place this spring 2012 in the Sustainable Architecture course. We have a “Course Assistant” position we have effectively used in the past semester that teams a recent grad with a faculty member in working with our students providing additional contact hours, while building relationships between alumni of the graduate program and current students. (Fall 2011 this is working well with the sophomore class – AD200 Pattern Language. The proposed collaboration in the spring will team graduate students in the Solar Decathlon with the Sustainable Architecture course both as course assistants (Jamie Drysdale, M. Arch May 2011 who acted as project manager for all the construction phases of the project over the last 9 months of the competition from initial test build through the competition construction and deconstruction phases, as well as managed the budget and purchasing of materials and subcontractors to enable this project to be completed) and also as a TA position for a current graduate student who was involved in the competition (Several students have expressed interest who are in the graduate program and participated in the initial design stage – Mythili Pragada (who designed the decks, plantings and landscape elements from SD through construction) and Mieko Shimamura (an initial member of the group who came up with the project that the students ended up detailing for the competition). We will also invite Spencer Culhane, one of the matriculated undergraduate students who we financed to be trained in the passive house standard. One of the elements of the course this upcoming semester has a client in Leominster – the Leominster Housing Authority who has a group of buildings requiring deep energy retrofits. Spencer will contribute on this section with the students of the class.
- **Solar Decathlon knowledge base.** A number of *graduate students* participated throughout this project. The project was started with an undergraduate student, Spencer Culhane, in 2008 as a final research project in AD302 Sustainable

Architecture, just as our first students were being admitted to the graduate program. We recognized that with a small program with limited students at both the graduate and undergraduate levels, it would be critical to engage students at the graduate level in the design, management and construction of the project to successfully compete. The following graduate students had strong hands in the final outcome, participating at various times if not continuously throughout the multi-year project. MassArt with UMass Lowell graduate students in solar energy engineering, placed 9<sup>th</sup> overall in the competition. M. Arch graduate students included:

- Mythili Pragada (landscape and deck design, planting research and selection, design drawings)
  - Mieko Shimamura (initial design concepts for the selected scheme in a Team with two other students – Spencer Culhane and Francisco Luna, both undergraduate students)
  - Colin Murtaugh – developed and fabricated furniture for the house, worked on detailing with the design team of casing, window and door openings, trim. Acted as TA for the Sustainable Furniture course taught by Mitch Ryerson that supported the Solar Decathlon furniture design and fabrication of chairs, tables, coffee tables and built-in furniture (rolling wall, desk/office built in cabinets). Colin was the lead in this portion of the project
  - Matt Halstead – assisted and worked with Colin in the furniture design and designed and fabricated the rolling wall, a central feature of the house design
  - Brian Barrett – the structural engineering student for the project, worked on engineering calculations throughout the project with Nordic engineers for the truss, with review by LeMessurier for the building as a whole, for all iterations including redesign for the buyer (Maine) a location that required a larger truss for snow load.
  - Jamie Drysdale – Construction Manager overlord who came on the project for 9 months from Spring 2011. He supervised and managed project construction for practice build and final build, managed and ran budgets for the project through final payments (due in December 2011), purchased materials and subcontractor support (plumbing and electrical) and assisted in fabrication throughout this entire period.
- **Design+Build** studio continues- we recognize this studio as one that not only builds leadership among the students and provides opportunity for them collaboratively to work directly with a community partner – additionally it builds a strong sense of community among the students and is a critical experience in this regard.
  - Add additional collaborative project elements within studios – particularly those that will have increased urban scaled project considerations.
  - Increase student research opportunity in Track II –adding content to studios and increasing studio sections - to develop dialogue among students of ideas and in anticipating thesis applied research as their final project.
  - Faculty-student formal meetings continues with increased frequency. In anticipation of program growth and availability of new studio space in upcoming academic year, this will be critical in maintaining collegial / community framework that our students as a group develop while at MassArt.
  - The commitment to the program and academic advancement of our students is

also mirrored in the relationship our adjuncts have with the program – who have been intimately involved in its evolution. As we expand our student body and faculty base, it will be critical to involve and develop the skills of new entry level *permanent* faculty in advising, curriculum development, program evolution, and encourage their individual voices in research, practice and interaction with students, existing and new adjuncts, and the mission of the program and the college as a whole.

**LONG TERM (1 year out and into 2012-2013 academic year)  
Meetings with President Dawn Barrett and Graduate Program Dean George Creamer on our evolution.**

Dependent upon: The availability of additional studio space – graduate program currently actively seeking space off campus – architecture program would remain on campus and able to grow with the addition of more studio space; *and* upon construction of Design and New Media building (two-year construction starting Summer 2012).

Current timeline anticipates additional studio space will be available by Fall 2012 with graduate program space expansion off campus.

1. Develop two cohorts of graduate Track II studios to encourage discourse among studios, provide selection of studio topics and faculty, create dialogue between and among faculty of various disciplines and students (30 students in full T2 program increases to up to 60 students – two cohorts for each T2 studio and Thesis)
2. Build new tenure-track faculty positions with building of increased numbers at entry level to develop faculty diversity, program sustainability and ability to predict and plan for program evolution
3. Develop scholarship program for inner city population students in need to boost student diversity and offer openings to students with greater need – this has begun at the graduate level with existing scholarships, and is being expanded in the upcoming year. This supports the public mission, continued development of enrichment of student diversity, while providing opportunity for students of color. Our goal is to create scholarships that would provide continued support throughout the entire program to students in need.
4. Continue to develop sources for funds for scholarships, program development, other initiatives - starting with the group of donors for the Solar Decathlon which generated over \$500,000 in cash and in-kind. We partnered with the Director of the MassArt Foundation initially in our campaign and they are committed to continuing in assisting the department in building a funds base. The new president is also committed to the financial growth of the college.
5. Our President, Dawn Barrett in committed to expand the program – this includes building new shops for increased digital fabrication space and providing tools and staff support – CNC, 3D modeling, 2D laser cutting - to increase integration of digital modeling tools with fabrication techniques, encourage research in materials and formal exploration and enable direct prototyping of models.

Respectfully submitted,  
Patricia Seitz, AIA, LEED AP, Head, Graduate Program in Architecture